



BUSINESS CONTINUITY PLAN

VERSION 1.0

Status	Non-statutory
Responsible committee/Individual	Trust Board
Author	CFO
Target Audience	All stakeholders
Date Policy Agreed	May 2020
Review Date	January 2023

CONTENTS

	Page Number
1. Introduction	2
2. Aim of plan	2
3. Notification	2
4. Plan Implementation	2
5. Initial Actions and Emergency File	2
6. Assessment/Containment	3
7. Roles and Responsibilities	3
8. Potential Disruptions	5
i. Loss of premises	
ii. Loss of hardware	
iii. Loss of network and server infrastructure	
iv. Loss of internet access	
v. Loss of data	
vi. Staff Shortage:	
vii. Epidemic/Pandemic	
viii. Fuel:	
ix. Industrial Action	
x. Telephony	
9. Recovery	7
Appendix 1 - Agenda for first Crisis Management Team meeting	8



1. Introduction

Brighter Futures Learning Partnership Trust is required by the Civil Contingencies Act 2004 to develop plans to manage business continuity in the event of a range of disruptions to services.

This plan should be read in conjunction with the other evacuation and emergency procedures held at each academy/UTC setting that deal with the immediate response to an emergency situation.

This plan deals with no-notice disruptions most likely to occur: loss of premises (through fire, flood etc); loss of utilities (electricity, gas, water); failure of IT and telephony; failure of supply; staff shortage; issues such as pandemic 'flu.

The impact of any serious disruption may manifest itself in terms of: delivery of education, safety/welfare, financial consequences; reputation damage; environmental consequences.

This plan should be reviewed annually.

2. Aim of plan

The plan is designed to achieve the following strategic objectives:

- To safeguard the safety and welfare of students, staff and visitors;
- To resume provision of education services at the earliest opportunity and, where possible, secure a continuation of learning;
- To maintain the community and identity of the academy/UTC;
- To return the academy/UTC to normality.

3. Notification

During working hours, a site disruption is likely to become apparent to all staff and students very quickly: alarm activation, word-of-mouth etc.

Outside working hours, a site disruption may be notified by the emergency services to the CEO, Headteacher, Principal, Deputy Headteacher, Business Manager or another senior member of staff.

4. Plan implementation

The responsibility for implementing this plan lies with the CEO, Headteacher/Principal or, if not available, the most senior member of staff available.

5. Initial Actions and Evacuation File

Evacuation is dealt with in the academy/UTC's Emergency Evacuation Plan.

Upon activation of this plan, the Headteacher/Principal, or his/her nominated deputy, will form a School Emergency Response Team (SERT) with responsibilities as listed in section 7.

The primary objective of the SERT is to manage the developing situation and minimise harm and danger to:

- Students, staff and visitors
- Building, contents and other assets and
- Academy/UTC's ability to provide education.

An emergency file (Grab Bag) will be stored in the Headteacher/Principal's and Business Manager's office. A copy of this should also be stored off site by the Headteacher/Principal

The Grab Bag should contain the following items:

- A copy of this plan
- A copy of the School Emergency Plan
- A copy of the academy/UTC evacuation plan
- A plan of the academy/UTC buildings
- Any other critical items

The file should be taken out of the academy/UTC building by the nearest person, only if safe to do so.

The emergency file will be checked termly for accuracy of information by the Site Manager.

Documents will be stored on the school network shared area for all staff to access.

6. Assessment and Containment

As soon as practicable, the SERT will meet to consider what resources are available to continue normal business as far as possible. Potential resources are:

- Staff, vehicles, equipment still at the scene
- Staff, vehicles, equipment located elsewhere
- Nearby school premises for immediate needs
- Current IT and telephony capability

The meeting should be held at a location as near as possible to the main building. The Business Manager will arrange with the Bank for immediate access to funds / unlimited debit card facilities if this is deemed necessary dependent on the nature of the crisis.

7. Roles and Responsibilities

Functional roles include, but are not limited to the following (*dependent on resources available, individuals may be called upon to fulfil more than one role*). Overall responsibility will pass to the most senior member of staff available.

Headteacher

- Chair Team meetings
- Co-ordination of the response
- Liaise with Chair of Governors

- Allocate resources.
- Be prepared to answer questions from the media (after consultation with LA Corporate Communications)
- Responsible for deciding whether or not staff should be sent home.

Business Manager

- Meet and greet emergency services as they arrive, with a floor plan of the building, if possible.
- Ensure all significant occurrences and decisions are recorded, together with reasons for decisions made.
- Provide clerical and practical assistance to the Headteacher

Deputy Headteacher supported by other senior staff

- Marshalling of students, staff and visitors at the evacuation rendezvous point.
- Ensure all students, staff and visitors are safe and accounted for.
- Arranging for transfer of everyone to place of safety.
- Arrange for warm, dry shelter for everyone in the short term.
- Deal with immediate welfare matters: distress, injuries, domestic responsibilities, etc.
- Liaise with DFE/ LADO (Local Authority Designated Officer)
- Co-ordinate the sending home of students and immediate care of those whose parents cannot be readily notified or whose parents / guardians reside a considerable distance away.
- Instruct staff not to leave the rendezvous point until told to do so.
- Liaison between CMT and staff.
- Imparting factual information to staff.
- Agree key information to be given to students by class teachers.

Site Manager – premises issues

- Building security.
- Turn off gas, electricity etc, if this can be done safely.
- Salvage of critical documents/equipment if this can be done safely. The nominated person should be in possession of a list of critical items.
- Signs and notices for doors/boundaries.
- Liaison with neighbours.
- Identification/transfer to alternative premises.

Business Manager/Site Manager - continuity and recovery

- Arrange for opening up of alternative premises.
- Co-ordinate fitting out with furniture and equipment.
- Liaise with academy/UTC insurance company
- Liaise with DFE/ESFA as necessary

Business Manager - data recovery

- Organise the retrieval and restore of data from back-up systems

8. Potential Disruptions

Loss of Premises

The loss of all academy/UTC buildings is extremely unlikely. In the event of fire the academy/UTC will follow the relevant procedure and the RPA informed as soon as possible.

Loss of hardware:

Computers:

The school does not have a preferred supplier. In the event of replacement computers being required, the Business Manager, after having consulted with the insurance company, will obtain a variety of quotes and an emergency meeting of the Board of Trustees will be called to make a decision.

Laptops:

All staff taking laptops off site are responsible for the physical security and security of any data on the laptop. They have been warned not to save any sensitive data on such a device or other removable storage. Laptops are not currently encrypted. Data Protection guidance must be observed.

Network and Server Infrastructure:

Some are maintained by external providers. Any disruption to service which cannot be immediately resolved in house will be resolved by bringing in the external providers. Schools who have a remote back up facility should consult their provider to establish back up of systems.

Internet Access:

Schools should contact their provider to restore service. If the connectivity is sourced from BT via a third party then the third party should be contacted.

Loss of Data

School servers are backed up remotely. In the event of loss of data schools should contact their remote back up provider or in the case that this is done in house the IT Manager should facilitate this.

Staff Shortage

The most likely scenarios involving a significant loss of staff are:

- Outbreak of disease (e.g., influenza pandemic)
- Fuel Shortage
- Industrial action

In all of these events, there is likely to be a period of notice in which arrangements may be made to mitigate the effects:

Epidemic/Pandemic -

An influenza pandemic or similar occurrence may jeopardise staffing levels, directly through staff illness, or indirectly through fear of infection or through caring responsibilities for sick relatives. The office staff are most likely to identify if the school is being affected by such an occurrence and will report this to the Headteacher/Principal when several absences become apparent. The Headteacher/Principal should report this immediately to the CEO of the Trust who will liaise with external agencies including the Department for Education and Public Health

to determine whether school closure is necessary. In all instances the Central Trust Team will monitor all communications from Central or Local Government and follow any directives issued. Levels of absence for both staff and pupils will be collated centrally to establish the extent that the Epidemic/Pandemic is having across the Trust.

The office staff will ensure that information is disseminated about how to identify symptoms of the illness in question and what to do in the event of a member of staff becoming ill with the suspected illness. The latest information for schools to prevent the spread of infection and in what circumstances they might need to close is available from official government and public information websites. The office staff will also be responsible for informing the Headteacher/Principal of the probability of such an outbreak effecting the academy/UTC in order that a plan can be established and put in place to enable the academy/UTC to continue to function.

In the event that widespread school closures are necessary, each school should take steps to provide alternative methods of study for pupils. This may include hard copy work books being distributed or access to online learning resources. The method used will largely be dependent on the phase of school concerned and the year groups within. Schools should be mindful of examination periods pending and this should inform the type of home learning and access to online learning relevant at the time.

If partial closure is an option available to schools due to limited staff numbers available, the decision will be made by the CEO as to which year groups should be requested to remain in school – this will take into account any pending assessments or examinations.

Each school will take steps to keep parents, carers and other agencies updated with the current status of the school. This should be done quickly and be reactive to latest Public Health or Government directives. The most efficient methods are communications via text messaging, email or website notices. Where an Epidemic/Pandemic is affecting all schools within the Trust, any communications issued should be directed by the CEO to maintain consistency of information throughout the family of schools.

Fuel

In the event of a widespread fuel shortage, options will include:

- Increased use of public transport

- Car sharing

- Walking or cycling

When information indicates that a fuel shortage is expected, a list of staff living remotely from their place of work and with particular difficulties in accessing any of the above options will be compiled.

Industrial Action

As far as possible, without attempting to influence staff members' legal right to take industrial action, managers should try to estimate the proportion of staff that may be available to work in order to plan work in accordance with priorities.

Telephony

In the event of a serious incident resulting in the loss of telephone communication the alternate means of direct communication for key personnel will be via personal mobile phones or email as detailed in the Emergency Plan for each individual school setting.

9. Recovery

Long-term recovery may be affected by decisions made during the assessment/ containment phase, so recovery issues should be taken into account by the SERT/CEO from the outset. Dependent on the nature of the incident, recovery may take months or even years to achieve (for instance if a full rebuild is required after a fire, or if injuries or deaths occur) and will include ways of keeping the academy/UTC community together during any period of dispersion, or commemorating the event on anniversaries.

Policy Agreed: May 2020

Signed CEO of BFLPT – Helen-Redford-Hernandez:

H. Redford-Hernandez

Date: 21 May 2020



Signed – Chair of BFLPT – Marus Isman-Egal:

Marcus Isman-Egal

Brighter
Futures

Learning Partnership Trust

Date: 21 May 2020

Policy to be reviewed : January 2023

Created: May 2020 (Version 1)

Revised:

APPENDIX 1

Agenda for first School Emergency Response Team meeting

1. Background and Situation Report as known (Chair/Headteacher/Principal)

2. Updates and actions:

Premises

Current state

Critical items recovered/still in situ

Estimate of return

Welfare (staff, students, visitors)

Confirm all persons accounted for

Current arrangements for retaining staff

Arrangements for accompanying casualties to hospital (if applicable)

Outstanding welfare issues

Communications

Message given out to staff

New contact number for public

Public message via Local Authority media team

Collect contact numbers for team members.

Continuity and Recovery

Critical services affected

Options to work around disruption

Resources shortfall

Alternative premises identified (if applicable)

3. Time of next meeting

Brighter
Futures
Learning Partnership Trust

